

THE LEARNER-CENTERED SCHOOL, INC.

**ANTIOCH CHARTER ACADEMY &
ANTIOCH CHARTER ACADEMY II
Family Handbook**

2020/2021



A CALIFORNIA PUBLIC CHARTER SCHOOL

OUR VISION

To provide a learning environment where students of all socio-economic levels and ethnic backgrounds embrace education, exhibit compassion, and accept personal responsibility

OUR MISSION

The mission of the Antioch Charter Academies is to facilitate academic and personal growth of TK-8th grade students of all socio-economic levels and ethnic backgrounds. ACA enables 21st century students to become literate, self-motivated, innovative, lifelong learners, and compassionate, collaborative active citizens. We nurture and support a partnership of students, teachers, families and the community; embrace individual strengths; and build upon research informed educational best practices including Montessori, multiple intelligences, brain-compatible teaching, and multi-age groupings with small class sizes.

www.AntiochCharterAcademy.org

We expect and ask families to understand the entire family handbook.

Specifically:

- **Learning Philosophies**
- **Suggestions for Positive Communications**
- **School Respect Policy**
- **Student/Parent/School Agreement**
- **Absences**
- **Attendance**
- **Dress Code**
- **Emergency Cards**
- **Harassment Policy**
- **Positive Discipline**

Please sign and return to Office

**I have read and understand the entire
Family Handbook.**

Parent
Signature_____Date_____

Student
Signature_____Date_____

Table of Contents

School Contact Information and Schedule	3
Staff	4-5
Learning Philosophies	6-9
Suggestions for Positive Communications	10-11
School Respect Policy	12
Student/Parent/School Agreement	13
Admission Guidelines & Requirements	14

About the School

Absences	15
Activities	15
Attendance	15
Assessments	15
Before School	15
Bicycles	15
Charter Council	16
Child Find & Special Education Procedural Safeguards	16
Cleaning and Upkeep	16
Closed Campus	16
Communication	16
Directory	16
Dress Code	17
Elective Program	17
Emergency Cards	17
Emergency Contact Update	17
Emergency Plan	17
Enrichment Program	17
Family Network	17
Field/Study Trips	17-18
Foster & Mobile Youth Policy	18
Harassment Policy	18
Health & Safety Plan	18
Health Services	18-19
Head Lice	19
Homeless Children & Youth Policy	19
Homework	19
Human Trafficking Prevention	19
Immunizations/Vaccinations	19
Independent Study	19
Insurance	19

Lost and Found	20
Lunch	20
Medications at School	20
Newsletter	20
Non-Parent Driving Students	20
Parent Rights to Student Records	20
Parent/Teacher Conferences	20
Pesticide Policy	20
Pets on Campus	21
Photographs and Video	21
School Closure Procedures	21
Section 504 Policy	21
Suicide Prevention Policy	21
Suspension & Expulsion Policy	21
Taking Student Out During School Day	22
Tardiness	22
Technology & Internet Safety	22
Tobacco, Weapons, Drugs, Alcohol	22
Traffic Flow	22
Transfers/Withdrawal	22
Visitors	22
School Song	23
Appendix A Additional Health & Medication Information	24-26
Medications at School	
Immunizations	
Health Screening for School Entry	
Health Examinations	
Vision and Hearing Screening	
Medication Notification Form	26
Appendix B Preparing and Responding to Emergencies	27
Appendix C	
Harassment, Intimidation, Discrimination, Bullying Policy	28-29
Appendix D Study Trip Safety Policy	30
Appendix E Student/Staff Interaction Boundaries Policy	31-34
Appendix F Uniform Complaint Procedures	35-36

ANTIOCH CHARTER ACADEMY
THE LEARNER-CENTERED SCHOOL, INC.

ANTIOCH CHARTER ACADEMY II
THE LEARNER-CENTERED SCHOOL, INC.

Address: 3325 Hacienda Way
Antioch, CA 94509

Address: 1201 W. 10th Street
Antioch, CA 94509

Office #: (925) 755-7311

Office #: (925) 755-1252

Office Email:
ACAOffice@antiochcharteracademy.org

Office Email:
Aca2office@antiochcharteracademy.org

Office Hours: 8:00am to 4:00pm (M-F)

Office Hours: 8:00am to 4:00pm (M-F)

SCHEDULE WILL CHANGE DUE TO DISTANCE LEARNING AND THE AM/PM HYBRID SCHEDULE. Please refer to the website for most updated schedule.

SCHEDULE WILL CHANGE DUE TO DISTANCE LEARNING AND THE AM/PM HYBRID SCHEDULE. Please refer to the website for most updated schedule.

1st to 8th Grade Attendance Hours:

8:15am to 3:00pm

2:00PM early dismissal
on Wednesday only

1st to 8th Grade Attendance Hours:

8:15am to 3:00pm

2:00PM early dismissal
on Friday only

Primary Hours:

AM: 8:15 - 12:00
PM: 11:15 - 3:00
Full Day: 8:15 - 3:00

Primary Hours:

AM: 8:15 - 12:00
PM: 11:15 - 3:00
Full Day: 8:15 - 3:00

Wednesday (Early Dismissal):

AM: 8:15 - 12:00
PM: 8:15 - 12:00
Full Day: 8:15 - 12:00

Friday (Early Dismissal):

AM: 8:15 - 12:00
PM: 8:15 - 12:00
Full Day: 8:15 - 12:00

Minimum Days:

AM: 8:15 - 12:00
PM: 8:15 - 12:00
Full Day: 8:15 - 12:00

Minimum Days:

AM: 8:15 - 12:00
PM: 8:15 - 12:00
Full Day: 8:15 - 12:00

School Web Page:
www.AntiochCharterAcademy.org

School Web Page:
www.AntiochCharterAcademy.org

ANTIOCH CHARTER ACADEMY STAFF

EDUCATION

Primary (TK/K)	Angie Keller Rebecca Zaccardi #
Elementary (1-3)	Sarah Beaver Julie Nakayama Sarah McLean † #
Intermediate (4-6)	Shellie Arnst Kris Cordova # Amber Hummel
Middle School (7-8)	Kevin Fuller † Edna Heller † Allen Stahler #
Special Education (TK-8)	Adrienne Cerecedes
Teacher/Office/Rtl Aides	Michelle Dunn Maria Maqsoudi-Karimi Natally Garcia Lydia Moon Brian Herold Cristina Peixoto Liz Hillyard Sue Solnok Bobak Jaffarzadeh Jared Sorvari Kelly MacCallister Peggy Wunderly

ENRICHMENT PROGRAM AND THE ARTS

Music Specialists	Wendi Olsen Ken Johnston Katy Lawrence Mindi Wade
Art Specialists	Cynthia Tubbs Holly Taylor Abraham Rodriguez
Physical Education	Sean McIntyre Karen Parmley
Personal Safety	May Castro-Manner, Raymond Rodriguez
Financial / Facilities Director	Todd Heller †
Operations Manager	Andi Stahler

† Co-Administrator
School Representative

ANTIOCH CHARTER ACADEMY II STAFF

EDUCATION

Primary (TK/K)	Laurie Hawley Tricia Peacock #	
Elementary (1-3)	Jessica Berkich Jeyashree Mariappan# Dan Theodore	
Intermediate (Gr. 4-6)	Monica Albertoni Marianne Dubitsky † Lisa Gonzalez #	
Middle School (Gr. 7-8)	Matthew Hagan Elisa McCutcheon † #	
Special Education (TK-8)	Vicki Willard	
Teacher/Office/Rtl Aides	Eliza Ave Yanique Blake Mimi Kessler Gwen Connolly Bernadette Crisologo Adriana Solorio	Bobak Jaffarzadeh Janie Johnson Sheralyn Hoye Liz Munoz Ashley Whiting Sharron Scott

ENRICHMENT PROGRAM AND THE ARTS

Music Specialists	Sharon Vela Wendi Olsen, Brian Herold
Art Specialists	Abraham Rodriguez, Cynthia Tubbs
Physical Education	Sean McIntyre, Karen Parmley, Sal Acevedo
Personal Safety	May Castro-Manner, Raymond Rodriguez
Financial / Facilities Director	Todd Heller†
Operations Manager	Sheri Thompson

† Co-Administrator
School Representative

All About Montessori

Each Montessori class, from toddlers through high school, operates on the principle of **freedom within limits**. Every program has its set of ground rules, which differs from age to age, but is always based on core Montessori beliefs – **respect for each other and the environment**.

Children are free to work at their own pace with materials they have chosen, either alone or with others. The teacher relies on his or her observations of the children to determine which new activities and materials to introduce to an individual child or to a small or large group. The aim is to encourage active, self-directed learning and to strike a balance of individual mastery with small group collaboration within the whole group community.

The three-year span in each class provides a family-like grouping where learning can take place naturally. More experienced children share what they have learned while reinforcing their own learning. Because this peer group learning is intrinsic to Montessori, there is often more conversation – language experiences – in the Montessori classroom than in conventional early education settings.

Brain Compatibility

1. Absence of Threat - Students need to be comfortable and not be under the pressure of the threat of a low grade or punishment. The brain thinks best when alert and relaxed. When the brain is threatened, the fight or flight response is evoked and the thinking part of the brain shuts down for immediate action.

2. Meaningful Content - The things we learn should have meaning and be useful. In fact, our brains will not store information for very long if it is not used or useful to us. Our brains are pattern-seeking devices, also. We do not necessarily need to be learning things in a particular order. The brain will make sense and order of the bits of information that come to us throughout our lives. We make connections and create meaning for ourselves. This is the ongoing, automatic job of the brain.

3. Choices - We all know that if we are given a choice and we have some say in what we are to learn or do, it gives us a feeling of power. We are also likely to choose things that motivate us and thus, will learn more.

4. Adequate Time - Each person works at their own pace. We all remember being given timed tests. For some people, this element makes it even more difficult to think, and we do not perform to our best ability. Adequate time does not imply infinite time, but an optimum amount of time for us individually.

5. Enriched Environment - The brain functions best with plenty of resources, hands-on activities and objects that stimulate our natural curiosity. We do not

want a cluttered environment, but a stimulating, orderly environment.

6. Collaboration - People need to work together. Some people prefer working alone, and that is fine. In order to work effectively in most work places, people need to be able to collaborate effectively. Many scientific discoveries, wonderful literature, etc. have been collaborations. The old adage, "two heads are better than one" illustrates this component.

7. Immediate Feedback - We learn best, when we can get someone to tell us how we did right away. It is so discouraging to wait days or weeks for a teacher to correct something. By that time, we are on to other things and have probably even forgotten about the past assignment. Having two teachers, and collaborating classmates really helps with giving immediate feedback.

8. Mastery - We all need to be given the opportunity to master a skill before we are forced to move on to another skill. Most things we learn need to be repeated many times before it becomes a part of us. We also need to be able to teach or explain what we learn in order to demonstrate that we have mastered what we have learned.

9. Evidence of *Being There*-Projects, Social-Political Action, visiting sites, and creating a difference are very important to us all. Making a difference, giving back, and connecting is in our DNA.

10. Movement-Body mapping, role-playing, Brain Gym, SMILE, and daily walks energize our bodies and minds. The body and mind are a partnership affair; you can't develop one without the other.

Multiple Intelligences

TYPE	LIKES TO	IS GOOD AT	LEARNS BEST BY
LINGUISTIC LEARNER <i>"The Word Player"</i>	Read Write Tell Stories	Memorizing names, places, dates and trivia	Saying, hearing and seeing words
LOGICAL & MATHEMATICAL LEARNER <i>"The Questioner"</i>	Do experiments; figure things out; work with numbers; ask questions; explore patterns and relationships	Math, reasoning, logic and problem solving	Categorizing, classifying, working with abstract patterns and relationships
SPATIAL LEARNER <i>"The Visualizer"</i>	Draw, build, design and create things; daydream; look at pictures/slides; watch movies; play with machines	Imagining things; sensing changes; mazes & puzzles; reading maps and charts	Visualizing; dreaming; using the Mind's eye; working with colors & pictures
MUSICAL LEARNER <i>"The Music Lover"</i>	Sing, hum tunes; listen to music; play an instrument; respond to music	Picking up sounds; remembering melodies; noticing pitches & rhythms; keeping time	Rhythm, melody and music
BODILY/KINESTHETIC LEARNER <i>"The Mover"</i>	Move around; touch and talk; use body language	Physical activities (sports, dancing, acting); crafts	Touching; moving; interacting with space; processing knowledge through bodily sensations
NATURALIST LEARNER <i>"The Outdoorsman"</i>	Smell, touch, and see, taste. Study outside, observe natural phenomenon	Making connections to elements in nature	Studying outside, learning in the presence of plants & animals, relating issues to environmental topics
INTERPERSONAL LEARNER <i>"The Socializer"</i>	Have lots of friends; talk to people; join groups	Understanding people; leading others; organizing; communicating; manipulating; mediating others	Sharing; comparing; relating; cooperating; interviewing
INTRAPERSONAL LEARNER <i>"The individual"</i>	Work alone: pursue own interests	Understanding self; focusing inward on feelings & dreams; following instincts; pursuing interests/goals; being original	Working alone; individualized projects; self-paced instruction; having own space

POSITIVE DISCIPLINE

Positive discipline is a driving philosophy of the School. Teachers and staff are committed to incorporating all of the concepts found in this philosophy. The philosophy has these basic concepts:

- Students are part of the decision making process. Together we decide on rules for our mutual benefit. We decide on solutions that are helpful to all concerned when problems arise, and if teachers must use their own judgment without student input they use firmness with kindness, dignity, and respect.
- Mutual respect and cooperation are used and followed.
- Students learn self-discipline and responsibility.
- It incorporates the setting of a warm school climate where students are seen as individuals and wherein teachers show a sincere interest in student's personal goals, problems, and achievements. Together students learn social interest, which is having concern for others and a sincere desire to make a contribution in society.
- Together we develop clear procedures, rules and consequences. This process creates a sense of ownership and belonging.
- Classroom meetings are used to accomplish many of these goals.

Research has been done to support this type of discipline model. It can be found in many resources.

Here are a few:

Positive Discipline by Jane Nelsen

Positive Discipline in the Classroom by Jane Nelsen

The staff uses the philosophy throughout the school day and into their staff meetings and with some parent meetings. The meeting format (classroom meeting) procedures are followed. The format for these meetings can be found in the above resources.

SUGGESTIONS FOR POSITIVE COMMUNICATIONS

The teachers and staff govern the school in a democratic manner. There is not a principal at the school as may be found at a more traditional campus. Select staff members double as “Co-Administrators” in addition to their teaching position in order to complete the numerous duties and tasks that may be required of a principal. Furthermore, one teacher in each level is designated as that level’s School Representative to assist in continuity of information and decisions, as well as provide whole school parent support. The daily operations of the school are the responsibility of the Co-Administrators, along with all staff. Decisions are made democratically by all staff members of the school.

Our teachers and staff want to maintain a positive home/school relationship. A good relationship is especially important to sustain when problems arise at school. Below are questions frequently asked by parents and suggested approaches to resolve potential problems or concerns.

Where do I start when I have a question/issue at school?

The best place to begin is with your child’s teacher, who is likely to have the most information. Starting with the teacher also demonstrates your respect. If you fail to find satisfaction, you can request a meeting with the teachers from the multi-age level team.

If a question/issue arises, should I call the school, or go there in person?

Minor issues can generally be addressed successfully over the phone or by email. Please allow 24 to 48 hours for a response to phone messages or emails. Talking directly with school personnel is probably better if a major issue arises. **Be sure to make an appointment.** During the school day, teachers are working with students and are unavailable for unscheduled conversations with families. Appearing unannounced means that you may have to wait until the person you wish to see is available, which usually means making an appointment anyway.

When a question/issue comes up, how should I deal with the school?

Although rare, teachers and staff understand that their actions are sometimes met with initial responses of anger and frustration by parents. Many times, this is due to a lack of understanding about the school’s philosophies. Parents must keep in mind that angry responses can lead to confrontation rather than problem solving. We suggest a cooling off period for all parties involved. Try to keep an open mind, get the facts, and write them down. You will then be in a better position to clearly discuss what you see as the issue to be resolved.

When I want to report an issue, should I use my name?

Parents may believe that their child will suffer retribution at school if his or her name is associated with an issue. This is not a part of our philosophy. On the contrary, teachers and administrators appreciate it when you present your concerns in a way that shows you are willing to solve problems and offer solutions. Parents can rest assured that retribution is not tolerated. Giving your name gives credibility to your issue, shows respect to all parties, and allows for follow-up to ensure that the issue has been investigated and resolved.

What’s the best way to contact a teacher about a question/issue?

Let the teacher know by email that you have an issue you wish to discuss. The teacher will contact you to set up an appointment. Listen to understand. Listen without interruption to the teacher’s/ multi-age level

team's response. If you are dissatisfied with the outcome of the discussion, tell the teacher that you would like to meet with the school representatives to discuss the matter further. Email addresses are included at the end of every weekly school newsletter.

What's the best strategy for contacting the School Representatives about a question/issue?

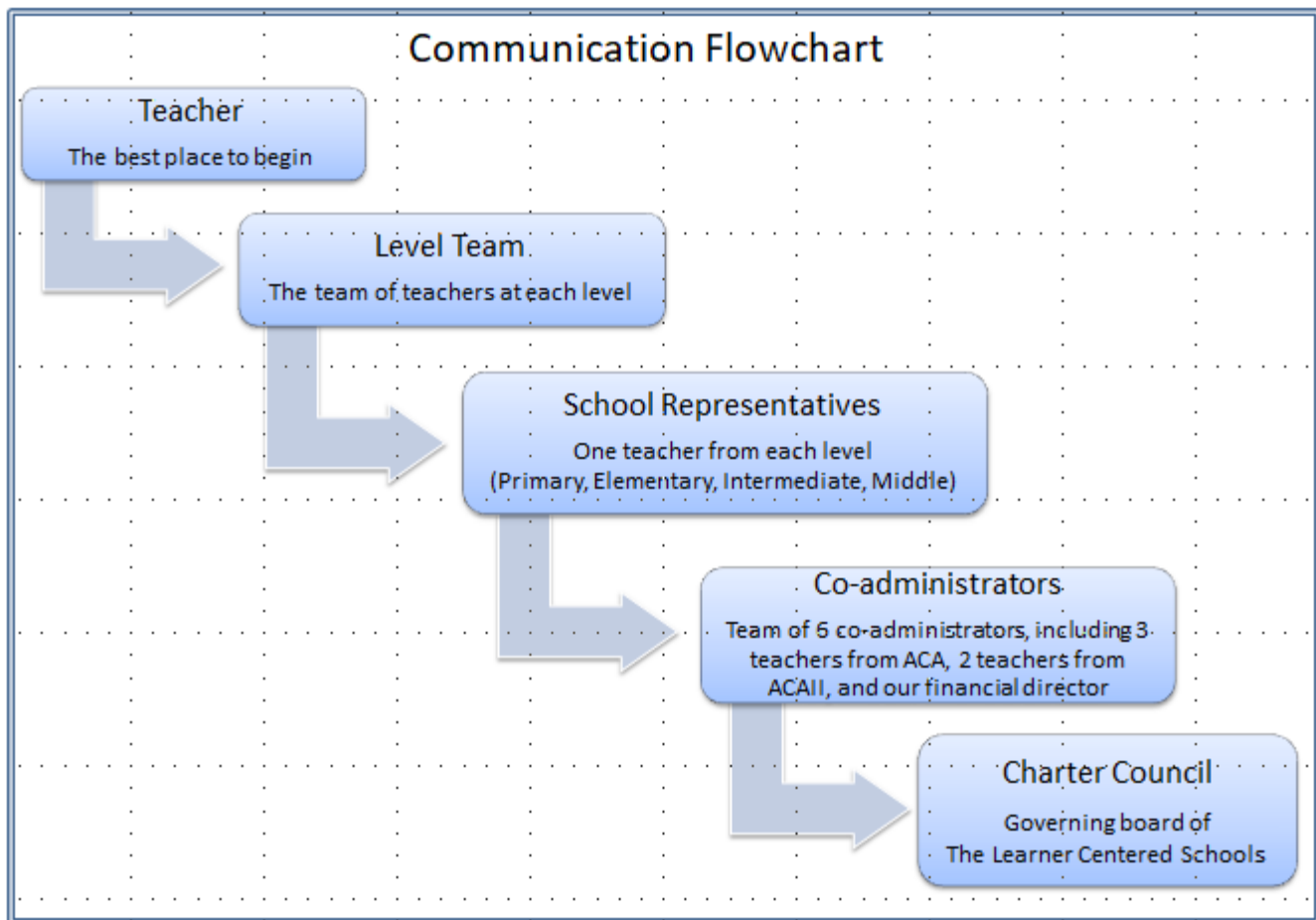
School Representatives are teachers defined at each multi-age level. Please contact the office through email or phone and request a meeting be set up with the School Representatives.

What if I am not satisfied with the outcome of the meeting with the School Representatives?

The staff tries to help parents understand how our actions are in line with the school's philosophies; however, we realize that parents may want to discuss an issue further. Parents can set up a meeting with the Co-Administrators from both schools to discuss the issue. Lastly, parents can contact the Charter Council to discuss the issue. Meetings are held monthly (usually the second Thursday of the month) and there is a time for public comments. They can be reached by email at chartercouncil.tlcs@gmail.com.

How do I develop a good relationship with my child's teacher?

Email, call or introduce yourself personally to teachers early in the school year. Share information about your child and your family, including interests and activities. Get involved at school by volunteering to help with committees, field trips, parties, tutoring, and teaching electives. Building relationships with teachers early may help prevent problems later.



Antioch Charter Academy I & II
The Learner-Centered School, Inc.

Respect Policy

Students and adults will show respect to each other at all times. We are striving for a community of mutual respect at the school using Positive Discipline. At each level, staff members will hold conversations throughout the school year with students to define respectful/disrespectful behaviors. Enrichment program, electives, and lunch supervisors will be a part of the discussions or informed of these discussions/decisions.

Reflections/Referrals will be used for any disrespectful behavior. Student reflections/referrals are given to the classroom teachers. When a student receives their first reflection/referral, teachers will conference with the student and make sure he or she understands how/why their behavior was disrespectful. The teacher(s) and student will then come up with a solution, or the student may also request peer counseling if the teacher(s) deem this as an appropriate option.

If a student receives a second reflection/referral, the referring adult* will meet with the student as soon as possible and will submit a written account of what occurred and the student's account of what occurred to the classroom teacher. Appropriate consequences/solutions will be decided upon. The referring adult*/teacher will be present at the conference. Reflections/referrals may be sent home to be signed by parents or guardians.

If a student receives a third reflection/referral, the parent may be called/notified and the student may need to be picked up immediately. In any case, a parent conference will be set regarding the three reflection/referrals.

If conferences have been held with the parent(s) and the student, with no improvement in behavior, a suspension may result.

We hope that this policy will result in our students being happier, more respectful citizens. We all need to learn to function respectfully in the world. It is easy to become lax in enforcing these kinds of behaviors, but we think it is worth teachers', parents', and students' efforts to create the desired culture and atmosphere at the school.

*Referring Adult:

- Gr. 4-8 Elective Teachers
- Enrichment Program Teachers
- Lunch Supervisors

**ANTIOCH CHARTER ACADEMY I & II
THE LEARNER-CENTERED SCHOOL, Inc.
STUDENT-PARENT(S)-SCHOOL AGREEMENT**

The following is an agreement entered into among the applicant for admission (STUDENT), parent(s) or guardian(s) (PARENT(S), and the Learner-Centered School (SCHOOL). This agreement is established for the sole purpose of creating a partnership to support the education of the STUDENT.

Student The STUDENT agrees to follow all the rules of The Learner-Centered School.

Trust The STUDENT will uphold the TLCS oath (below) at all times:
I, _____, promise to commit myself to give respect to all, to support my fellow students, to learn and practice the Lifelong Guidelines and LIFESKILLS, and remain true to my own pursuit of learning.

Learning The STUDENT will dedicate the necessary time and effort, as determined by the SCHOOL, to the completion of work and the pursuit of knowledge.

Caring The STUDENT will show kindness and good manners toward all students and adults at TLCS. If the STUDENT feels treated with disrespect, the STUDENT will use the classroom or community agenda, and/or speak directly with a teacher, rather than retaliating in kind.

Support The STUDENT will not only follow the principles of TLCS personally but will help others to remember our policies and will do so in a caring way.

Parent(s) The PARENT(S) agree(s) to support the STUDENT and the SCHOOL in the process of educating the STUDENT by participating in the TLCS Parent Network. Parents are encouraged to attend monthly meetings and devote time to Network activities or provide equivalent service in cooperation with the TLCS Parent Network. *New* PARENT(S) agree to attend *all* parent orientation meetings set up by the classroom teachers.

School The SCHOOL agrees to make use of all available and manageable resources to educate, embrace, and nurture the STUDENT. The welfare of the STUDENT is the first priority of the SCHOOL. The SCHOOL also agrees to communicate frequently and openly with the PARENT(S) and the STUDENT regarding the development and progress of the STUDENT.

In the event of disciplinary action, the SCHOOL will, at its discretion, transfer custody of the STUDENT to the PARENT(S), whether at home or at the work place. (See Respect Policy).

I have read, and I understand the Respect Policy of TLCS.

initial

STUDENT

PARENT(S)

SCHOOL

DATE

ADMISSION GUIDELINES:

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3. Students enrolled in the Charter School have no right to admission in a particular school of the District as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

ADMISSION REQUIREMENTS:

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey (for students newly enrolling in a California school)
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

As part of the admissions process, parents and students will be encouraged to tour the school and participate in an orientation program that details the purpose, goals, and other objectives of the school. The orientation program will include an explanation of team-teaching, multi-age grouping, multiple intelligences, brain-compatible learning, integrated thematic instruction, Montessori, Positive Discipline and cooperative learning. Applicants must be committed to take responsibility for developing all intelligences to the best of their ability. Parents must agree to take an active role in the support of their child's education. Teachers are responsible for providing learning experiences that will give students the opportunities to develop all their intelligences to the best of their ability.

Prior to admission, the Student/Parent/School agreement will be signed by teachers, parents, and students confirming the commitment of all to work as a team to enhance the development of the total child.

The foundations of ACA I & II are dependent on parental involvement, which shall be encouraged in the form of classroom assistance in the educational process, participation in the governance structure, maintenance of the building and grounds, fundraising, or clerical assistance for school related work. However, parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

The Learning Styles Assessment, the Multiple Intelligences Inventory, and the Structure of Intellect Test may be used as assessment tools in determining placement in learning groups, but not as an admission requirement. School policies pertaining to admissions and the enrollment lottery are available in the school office and on the school website.

ABOUT THE SCHOOL

ABSENCES

If a child is going to be absent or late to school, whether it is virtual or in-person, parents are required to either call or email the school prior to 8:00 a.m. of the date of absence and send a note of verification when the child returns. The State of California requires verification of all school absences. If a child does not arrive at school, we want to be sure he/she is safe with you. When you know that your student will be absent due to illness, **please call and leave a message to request an Independent Study Contract.**

If a family vacation is planned during the school year, please contact your child's teacher to arrange for an Independent Study Contract. Otherwise the absence is unexcused. Ten absences of any kind in one school year are considered excessive.

ACTIVITIES

Any activity (fundraisers, special lunches, etc.) sponsored by a teacher, student, or parent must be approved by the staff at faculty meeting. A form is available in the office.

ATTENDANCE

The importance of regular attendance cannot be overemphasized. A child should be in school every day that he/she is physically able. If your child is at school or participates in distance learning for any portion of the school day, he/she will be counted present. It is extremely important for children to be present even if for only a portion of the day.

If a student is repeatedly absent or tardy, the child and family will receive communication from the school and may be referred to an attendance committee, CPS, or a Child Welfare and Attendance Officer.

ASSESSMENTS

The school is on a trimester evaluation calendar. At the close of the 1st trimester, your child's teacher

will schedule a formal conference to review your student's assessment with both of you. The 2nd and 3rd trimester assessments will be reviewed with your student, and then sent home to you. However, formats and procedures may vary by grade level or teacher.

You, your student or your child's teacher may request a formal assessment conference at the 2nd or 3rd trimester by personally scheduling a mutually convenient meeting time.

Every spring, all students in grades 3 – 8 take the Smarter Balanced Summative Assessments to test their knowledge and skills of English Language Arts and Mathematics. For more information about the tests and the various accessibility resources available to students, please visit <https://www.cde.ca.gov/ta/tg/ca/documents/sbsummativpegtu.pdf>.

BEFORE SCHOOL

Students may not arrive before 7:45 a.m. since there is no supervision until that time. Please carpool or arrange childcare so children will not be dropped off or arrive before 7:45 a.m. Students and/or parents are not allowed to wait in the classroom areas. We appreciate parents' help in reinforcing these procedures.

BICYCLES

Parking may be available for students who ride bicycles to school. However, the school is not responsible for damaged or stolen bicycles. To prevent bicycle thefts, parents should make sure that children have and use safety locks.

Please discuss safety with your child before he/she is allowed to ride to school. **Bicycle riders are required to wear a helmet by state law and school policy.** Your student may be asked to secure an alternate way home if they do not have and wear a helmet.

Students should walk their bikes on campus. Riding bicycles, roller blades, skateboards and scooters is not allowed inside the front gate of the school.

CHARTER COUNCIL

The Charter Council is the governing board of Antioch Charter Academies. Its purpose is to uphold the Vision and Mission of our school by considering the procedures and possible outcomes of curriculum, policies and activities for the school and the impact on our budget.

The board has voting members that consists of parents and community members elected for either a one or two year term to provide continuity and change. The Charter Council meets every month, on the ACA campus at 4:00 pm. All ACA I & II families are encouraged to attend the meetings.

CHILD FIND & SPECIAL EDUCATION PROCEDURAL SAFEGUARDS

ACA I & II provides special education instruction and related services as Local Education Agencies (LEA's) in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEIA"), Education Code requirements, and applicable policies and procedures of the El Dorado County Charter SELPA. These services are available for special education students enrolled at the Antioch Charter Academies. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. Our schools collaborate with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student. Information regarding ACA I & II's special education oversight agency, the El Dorado County Charter SELPA, can be found at charterselpa.org. A copy of the SELPA's special education procedural safeguards can be found on our school website at AntiochCharterAcademy.org or on the SELPA website at charterselpa.org/parent-resources.

In accordance with the Individuals with Disabilities Education Improvement Act (20 U.S.C. §§ 1400 et. seq) and California state law, Antioch Charter Academy I & II are responsible for identifying, locating, and evaluating children enrolled at our schools with known or suspected disabilities to determine whether a need for special education and related services exists. This

includes children with disabilities who are homeless or are wards of the State. To ensure that eligible students are receiving the services to which they are entitled, we would like to request your assistance.

If you know of a child who has a disability or that you suspect may have a disability, you may refer that child's parent or guardian to ACA or ACA II by contacting sped@antiochcharteracademy.org or calling the school office. Please note: All referrals are considered confidential. The parent, legal guardian, or surrogate parent retains the right to refuse services and other procedural safeguards under federal and state law.

CLEANING AND UPKEEP

Overall maintenance is contracted. However, daily cleanup and upkeep is the responsibility of the students, staff and volunteers.

CLOSED CAMPUS

Once on the campus, students are expected to remain until dismissal.

If a student must leave campus, parents and students are required to sign out in the office when leaving, and sign in upon returning.

COMMUNICATION

In order for your student to have a successful year it is essential that you stay informed of what is happening at school. Please read all email, letters, and notices sent home by the school. Contact school with questions.

DIRECTORY

The school may put out a student directory to share contact information with other school families. Directory information may include student name, grade, birthdate, address, phone number, and parent email. If you do not wish your child's information to be included in the directory, please inform the office within the first 14 days of school.

DRESS CODE

1. It is our policy that all students shall attend school dressed in a manner which is clean, and in no way hazardous to the safety or health of themselves or others.
2. Students shall be permitted to attend school dressed in a manner that does not disrupt teaching and/or learning.
3. Students shall wear footwear appropriate for school activities at all times. Closed toed shoes are required for recess and PE.
4. Students who fail to maintain these standards may be withheld from instruction and shall be required to correct the condition found to be hazardous to safety or health, or disruptive to teaching and/or learning.

The following types of clothing are considered inappropriate for school and not considered acceptable attire for a school/work atmosphere:

- Bare midriff apparel
- Tube tops, halter tops
- “See through” clothing
- Short shorter than mid-thigh
- Cutoffs with ragged hem
- High heels and strapless sandals
- Sagging pants and/or exposed underwear
- Spaghetti straps on tops

We acknowledge that modesty is a matter of perspective, and ask that students and parents consider “appropriate attire” as workplace attire, as school is the student’s workplace.

ELECTIVES PROGRAM

The school offers a wide variety of electives to students in grades 4 and above. Classes may include music, arts, crafts, sports, and others. Some electives may request donations to cover material expenses. Volunteers teaching an elective will be fingerprinted by the school.

EMERGENCY CARDS

The main purpose of this card is to help us locate the parent in the event of an illness or an emergency involving your child. It is very important that we are able to locate you at any time. Please list phone numbers or neighbors and/or day care providers who may pick up your

child when he/she feels ill and you are not at home. In special cases, you may wish to call and give the office staff a number where you may be reached for the day.

Please list on the card any allergies or serious medical problems of which the school should be apprised. Also, list any special arrangements you may have for another person to pick up your child regularly.

EMERGENCY CONTACT UPDATE

When a change of residence, telephone number, work number, or location of day care provider occurs, please notify the school office as soon as possible.

EMERGENCY PLAN

The School has developed an Emergency Response Plan. The plan includes regular fire drills, shelter-in-place procedures, earthquake drills, gun and bomb threats, as well as regular first aid procedures. Please see Appendix B for more details about the plan.

ENRICHMENT PROGRAM

One day each week is different than any other day of the week. Students (grades 1-8) rotate through four one-hour sessions of PE, Music, Personal Safety, and Art. It is also an early dismissal day.

FAMILY NETWORK

The Antioch Charter Academy I & II Family Networks are organizations of parents, guardians and staff that provides support by coordinating volunteers, raising funds and promoting whole school activities. Each family and staff member of the school is a member of the Family Network. The Family Network and Charter encourage 40 volunteer hours per family per year. The organization’s bylaws are published separately from this handbook.

FIELD/STUDY TRIPS

A field/study trip is considered to be a trip designed to provide or enhance students’ learning opportunities not otherwise available at the school. The purpose includes stimulation of

interest, culmination of a unit of study, gathering data, and providing an additional/supplemental learning activity, as an integral part of the curriculum experience and an extended opportunity for factual and ethical learning and interpersonal skills.

Students are required to have written permission from a parent or guardian to attend a trip. It is necessary to fill out all emergency information on each permission slip. A DMV record printout and a Megan's Law check will be required for parents who drive on field/study trips. See Appendix D for Study Trip Safety Policies.

FOSTER AND MOBILE YOUTH POLICY

ACA I & II recognizes that foster and mobile youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state academic standards, ACA I & II shall provide them with full access to the school's educational program, including proper educational placement and school of origin rights. ACA I & II will also implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the school's local control and accountability plan (LCAP). The full policy can be found on the school website at AntiochCharterAcademy.org.

FREEDOM OF EXPRESSION POLICY

Students attending ACA have the right to exercise free expression including, but not limited to the use of bulletin boards, distribution of printed materials or petitions, wearing buttons, badges and other insignia and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. The Charter Council respects students' rights to express ideas and opinions, take stands and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

Student liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the School community.

Students will not be disciplined solely on the basis of speech or other communication that would be constitutionally protected when engaged in outside of school, but may be disciplined for harassments, threats, or intimidation unless constitutionally protected. Education Code § 48950. The full policy is available in the school office and at antiochcharteracademy.org.

HARASSMENT POLICY

ACA I & II maintain a strict policy prohibiting harassment and differentiated treatment of students because of gender, race, religious creed, color, national origin, ancestry, physical handicap, medical condition, marital status, age, sexual orientation or any other basis protected by law. Students who harass other students will be disciplined according to school policy and school practice, up to and including formal expulsion from the school. Parents are advised to warn their children about the serious consequences of harassment or unwanted attention directed toward other students in the areas cited above. See Appendix C for more details about this policy.

HEALTH AND SAFETY PLAN

In order to provide safety for all students and staff, the Charter School shall implement full health and safety procedures and risk management policies at the ACA II school site in consultation with its insurance carriers and risk management experts. The Administrative Team shall be responsible for ensuring that all health and safety requirements are being fully monitored and implemented. A complete Health and Safety plan is available in the school office and on the website.

HEALTH SERVICES

We do not have a school nurse. The school office handles any medical problems that arise. If your child has a temperature or other problem requiring attention, the school office will notify

you or other persons listed on the emergency card immediately.

If it is necessary for your child to take medication during school hours, the following steps must be followed:

1. Medication prescription and over the counter drugs may only be dispensed with the written permission of parents/guardians and a **signed** physician statement. Forms are available in the school office for both parental permission and physician instructions.
2. All medication, prescription and over-the-counter drugs will be dispensed in the office.
3. All medication must be in the original prescription container in the students' name.

See Appendix A section: Notice of Medication Form or your child's school for specific information about medications.

HEADLICE

Students with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Nits may persist after treatment, but successful treatment should kill crawling lice.

Head lice can be a nuisance but they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice.

HOMELESS CHILDREN & YOUTH POLICY

ACA I & II desires to ensure that homeless students are provided equal access to the same free, appropriate public education provided to other children and youth. Homeless students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging state student academic achievement standards to which all students are held. To enable such students to achieve state academic standards, ACA I & II shall provide them with full access to the school's educational program, including proper educational placement and

school of origin rights. Homeless students will not be stigmatized or segregated in a separate school or program based on the student's status as homeless. The full policy can be found on the school website at AntiochCharterAcademy.org.

HOMEWORK

Working at home may be a part of a student's routine. Many of the projects a student is responsible to complete could require work and research outside the classroom.

HUMAN TRAFFICKING PREVENTION

What can parents do to help protect their children from being exploited for human trafficking? Check out these resources:

<https://www.nationwidechildrens.org/family-education/700childrens/2017/10/human-trafficking-what-parents-need-to-know> and <http://pollyklaas.org/safe/a-parents-guide-to-human-trafficking.pdf>

IMMUNIZATIONS and VACCINATIONS

State Law requires that every child who is admitted to public school must have evidence of all vaccinations as required by State Law.

All incoming 7th grade students are required to show evidence of receiving a Tdap booster (Whooping Cough Vaccination/ Booster shot) before starting the fall semester.

INDEPENDENT STUDY

If your child must miss school due to vacation, family emergency or extended illness, please let the teacher know in advance. With this advance notice, a teacher can design an Independent Study Program that will enhance your child's education during this time. (see Absences)

INSURANCE

ACA I & II may make available and distribute applications for student insurance, but shall not be involved in collection of premiums or in the filing of claims. School insurance is available to all students at www.studentinsuranceagency.com. Purchase of this program is optional.

LOST AND FOUND

All lost and found articles are kept in the/classrooms and multi-use room. We urge students and parents to check this area frequently for missing items. Unclaimed items will be sent to charity.

LUNCH

Lunch will be available through AUSD for \$3.25 per lunch, milk for \$.50. Applications for free and reduced lunches are available in the office or online at www.schoollunchapp.com.

MEDICATION AT SCHOOL

Students needing medication at school should follow the guidelines in Appendix A of this handbook.

NEWSLETTER

The school newsletter will be distributed weekly. Please look for the newsletter each Monday/Tuesday. The newsletter is our means of communication regarding school happenings, dates, activities, and reminders, meeting information, announcements, and district information. The newsletter is set up for email distribution. Paper copies will be sent home when email is not available.

NON-PARENT DRIVING STUDENTS

Any non-parent wishing to drive students on a field trip is required to be 25 years or older and provide proof of proper liability insurance.

PARENTS' RIGHTS TO STUDENT RECORDS

Parents have the right to inspect and review their child's school records. They can also be confident that school employees respect the privacy of student records. School officials recognize that only pertinent and factual information should be contained in the permanent records of the students. Parents have the right to seek amendment of the student's education records that the parent believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights. The school's policies on student records comply with the Family Education Rights and Privacy Act of 1974 and California statutes. Parents have the

right to file with the Department of Education a complaint concerning alleged failures by the School to comply with the requirements of FERPA.

Procedures for reviewing student records are available in the office.

ACA and ACAII will forward education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll. But neither school will release information to third parties for immigration-enforcement purposes, except as required by law or court order.

Unless the School is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the School shall notify parents or guardians— and receive their written consent — before it releases a student's personally identifiable information.

PARENT-TEACHER CONFERENCES

Parent-Teacher conferences are scheduled at the end of the first grading period for the parent/guardian of each student. Second semester conferences will be scheduled as needed. It may also be necessary for parents to be present at meetings regarding discipline, attendance or academic work. Parents are encouraged to make appointments for additional conferences whenever they feel they are needed and may request their child's attendance at the conference.

PESTICIDE POLICY

The California Healthy Schools Act (HSA) was enacted in 2000. It is a right-to-know law that provides parents and staff with information about pesticide use taking place at public schools. The law encourages the adoption of effective, lower risk pest management practices, also known as integrated pest management (IPM).

AUSD does not generally apply pesticides at our sites. The District IPM does not endorse general use of pesticides. However, AUSD does periodically apply herbicides, and these are applied on an as needed basis. Any area that will receive herbicide treatment will be posted per DPR regulation 72 hours prior to

application. Again, our use of herbicides is minimal.

PETS ON CAMPUS

Pets are not allowed on campus, except for the occasional **PRE-ARRANGED** School Assembly. During that time, all pets must have clearance from the office and be in the company of an adult caretaker at all times.

PHOTOGRAPHS AND VIDEO

The school may take photographs or videos of students, singly or in a group, for the purposes of informing teachers, parents and the general public of the aims, activities, or methods of instruction of programs operated by the school. Such videos may be shown to local and national audiences, and such photographs may appear in local newspapers, as well as national publications where applicable. Parents may inspect or view these photographs or other materials upon request. Photographs or video of students will only be posted online through our various platforms with explicit consent from parents/guardians through a note signed at the beginning of the year.

The parent or guardian may notify their child's school in writing not to take such photographs, or videos of his or her child.

SCHOOL CLOSURE PROCEDURES

During the school year, there may be times when one or both of the schools may be closed. In most cases, school closures are the result of weather-related conditions. The staff have developed guidelines pertaining to these closures. Please be assured that the safety of all children is our top priority when making a decision to close or alter the school day. ACA I & II recognize that conditions may vary for individual families; therefore, if school is open and you feel it is unsafe to send your child to school, please contact the school office prior to the beginning of the school day and the student will be given an excused absence. The guidelines for school closure is available in the school office and antiochcharteracademy.org.

SECTION 504 POLICY

ACA I & II shall provide qualified students with disabilities with a free appropriate public education (FAPE), as defined under Section 504 of the federal Rehabilitation Act of 1973 (34 CFR § 104). Qualified students shall receive related accommodations and services designed to meet their individual educational needs as adequately as the needs of students without disabilities are met. Qualified students with disabilities shall be provided an equal opportunity to participate in programs and activities that are integral components of ACA I & II's basic education program. The full policy can be found on the school website at AntiochCharterAcademy.org.

SUICIDE PREVENTION POLICY

The School recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcome. We further recognize that suicide is a leading cause of death among young people. We believe we have an ethical responsibility to take a proactive approach to prevent deaths by suicide. Lastly, we acknowledge our role in providing an environment which is sensitive to individual and societal factors that place youth at a greater risk for suicide and our role to help foster positive youth development. The School has created a Suicide Prevention Policy to guide us in our quest to protect the health and well-being of all TLCS students by having procedures in place to prevent, assess the risk of, intervene in and respond to suicide. The full policy can be found on the School website at AntiochCharterAcademy.org.

For access to mental health services in the community, please visit https://cchealth.org/mentalhealth/mhsa/pdf/mh_services_east_county.pdf. If you are in a crisis and need help immediately, please call 211 or 800-833-2900 or text 'HOPE' to 20121 now.

SUSPENSION AND EXPULSION POLICY

The full suspension and expulsion procedures can be found in Element 10 of the Charter, which is located in the school office and antiochcharteracademy.org.

TAKING STUDENTS OUT DURING THE SCHOOL DAY

For your child's safety, our policy requires that you call or send a note to school in advance if your child must leave school early. Children are not allowed to leave the classrooms early without clearance from the school office. Adults picking up children during the day must come to the office and sign the child out. Only adults that are listed on the emergency card may pick up children. Please keep these cards updated both in the office and with the teacher. No adult is to go directly to the classroom.

As a school, we discourage parents from picking up their student the last half hour of school. Early pickup is extremely disruptive to your student as well as his/her fellow classmates and the teacher.

TARDINESS

Students who are late to school will report directly to the office and have their parent sign them in before entering their classroom.

TECHNOLOGY & INTERNET SAFETY

It is the policy of ACA / ACA II to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, chat rooms or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act. The full policy can be found on the website or is available in the school office.

TOBACCO, WEAPONS, DRUGS, ALCOHOL

Antioch Charter Academy is committed to providing a safe and drug/tobacco/alcohol free campus. NO tobacco products, weapons, alcohol or drugs are allowed on campus at any time.

TRAFFIC FLOW

ACA parents: Please enter the North Driveway and drive through the Drop-off / Pick-up zone to drop off or pick up students. Do not park in traffic flow areas. When walking children out to cars, use crosswalk.

ACA II parents please see the specific policy sent out by the staff.

All drivers need to be off their cell phones, have their eyes on the road and proceed through carpool with caution. BE SAFE.

TRANSFER/WITHDRAWALS

If you plan to transfer your child out of the school, please notify the office in advance. All library materials and textbooks need to be returned before their last day of school.

VISITORS

All visitors, including parents, must sign in at the school office and receive proper authorization to be in the school.

Visitors may be asked by the school site staff to display their passes as requested. Student visitors must have prior authorization before entering the school site. This includes picking up students at the end of the school day. Parent volunteers should sign in the volunteer log in the office every time they volunteer.

*We are the best! (snap, snap)
TLCS! (snap, snap)
We are the best! TLCS!*

*The Cougars/Cheetahs are fantastic,
And we're enthusiastic,
We try to be elastic,
And stretch our minds to learn.*

*We are the best! (snap, snap)
TLCS! (snap, snap)
We are the best! TLCS!
Best in the West! (snap, snap)*

*Our projects are artistic,
Our science naturalistic,
Our goals are realistic,
ANTIOCH CHARTER ACADEMY!*

*We are the best! (snap, snap)
TLCS! (snap, snap)
We are the best! TLCS!
Best in the West!*

ADDITIONAL HEALTH, MEDICATION, AND IMMUNIZATION INFORMATION

MEDICATIONS AT SCHOOL (BP 5141.21)

Medication prescribed by a physician for a student may be administered during the school day by a registered nurse or other designated school personnel, or self-administered by the student if the medication is prescription auto-injectable epinephrine or prescription inhaled asthma medication, but only if the parent consents in writing and provides detailed written instructions from a physician. Forms for administering medication may be obtained from the office staff. (EC 49403, 49423, 49423.1, 49423.5, 49480) (*Annual Notification*)

Parents are to notify the principal if their child is on a continuing medication regimen. This notification shall include the name of the medication being taken, the dosage, and the name of the supervising physician. With parental consent, the principal or District nurse may confer with the physician regarding possible effects of the drug, including symptoms of adverse side effects, omission or overdose and counsel with school personnel as deemed appropriate. (EC 49480) (*Annual Notification*)

Guidelines for Student Medications at School

1. Parent/Guardian/Caregiver permission and physician authorization forms must be completed for all medications used at school. These medications include (a) prescription medications, (b) medications purchased over the counter, and (c) home remedies. Completed authorization forms must be returned to your child's school prior to the administration of medications. See school office for site specific procedures about medications.
2. Parents/Guardians/Caregivers must provide the medication in a properly labeled original container, along with the physician's instructions.
3. Parents/Guardians/Caregivers must deliver the medication to the school personally or send it with a designated adult. Medications will be administered at school according to health care provider's instructions by:
 - ⑩ The District nurse or a trained staff member;
 - ⑩ The parent/guardian/caregiver who may come to school to administer the medication on a prearranged schedule;
 - ⑩ The student, who under certain circumstances, may self-administer medication. This should be arranged with the school office prior to the administration of medication.

EMERGENCY CARE PLANS

Allergy Care Plan, Asthma Care Plan, Diabetes Care Plan, Seizure Care Plan, and Generic Care Plan

It is important for students with chronic illnesses such as asthma, diabetes, allergies, and seizure disorders to have emergency care plans at schools. Emergency care plans provide information for school staff on how to handle an emergency situation which may occur as a result of the student's illness.

- ⑩ Emergency care plans need to be completed each year by the student's health care provider and parent.
- ⑩ If the emergency care plan includes the administration of medication, a medication form must also be completed and signed by the health care provider and parent.
- ⑩ All emergency medications and delivery devices need to be supplied to the school by the parent in a pharmacy labeled container. Emergency care plans should be provided by your child's physician.

IMMUNIZATIONS (BP 5141.31)

Antioch Charter Academy shall exclude from school any student who has not been immunized properly. Pursuant to HSC section 120325, a parent may consent in writing for a physician, surgeon, or registered nurse acting under the direction of a supervising physician and surgeon to administer an immunizing agent to a student at school. [EC 48216, 48980(a), 49403] (*Annual Notification*)

It is recommended that students go to their own physician or clinic for immunizations. If the student does not have a usual source of health care, the District can provide the name of local health centers that offer immunization and tuberculosis testing.

HEALTH SCREENING FOR SCHOOL ENTRY (BP 5141.32)

A comprehensive physical examination and health assessment consistent with Child Health and Disability Prevention (CHDP) guidelines are required for all first grade students within 18 months prior to entry or up to 3 months after admission to the first grade. A CHDP or equivalent examination may be done by a private physician or health department clinic.

EC 49452.8 requires that your child have an oral health assessment by May 31 in kindergarten or first grade, whichever is his or her first year of public school. The assessment must be performed by a licensed dentist or other licensed or registered dental health professional. Oral health assessments that have occurred within the 12 months before your child enters school also meet this requirement. If you cannot take your child for this assessment, you may request a waiver from this requirement. The assessment/waiver forms are available at your child's school.

All kindergarten students, and all new first grade students who have never attended kindergarten, must present a written report (usually on the immunization record) provided by a private physician or health department, giving the results of a Mantoux test for tuberculosis done within one year prior to school entry. A chest X-ray will be required if the skin test results are positive. All new students entering grades 1-12 who have never attended any school in California, must present documentation of the results of a Mantoux test done at some previous time. Students entering grades 1-12 from any other California school (public, private, or parochial) are exempt from the requirement.

HEALTH EXAMINATIONS (BP 5141.3)

The School is required to conduct certain physical examinations and vision and hearing testing of students unless the parent has a current written objection on file. However, the student may be sent home if he or she is believed to be suffering from a recognized contagious or infectious disease. (EC 49451, 49452, 49452.5 and 49455, HSC 124085)

VISION AND HEARING SCREENING

Upon first enrollment of a child at a California elementary school, and at least every third year thereafter until the child has completed the eighth grade, the child's vision and hearing shall be appraised by the school nurse or other persons authorized and licensed to perform vision and hearing screening. A student will be excused from vision or hearing screening if the parent/guardian/caregiver states in writing to the principal of the school that compliance with this requirement conflicts with religious beliefs or moral convictions. (EC 49455 and 49452)

Dear Parents:

The California State Legislature has added the following sections to the Education Code.

“49480. The parent or legal guardian of any public school pupil on a continuing medication regimen for a non-episodic condition, shall inform the school nurse or other designated certificated school employee of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian of the pupil, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the drug on the child’s physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose. The superintendent of each school district shall be responsible for informing parents of all pupils of the requirements of this section.”

“49423. Notwithstanding the provisions of Section 49422, any pupil who is required to take, during the regular school day, medication prescribed for him by a physician, may be assisted by the school nurse or other designated school personnel if the school district receives (1) a written statement from such physician detailing the method, amount, and times schedules by which such medication is to be taken and (2) a written statement from the parent or guardian of the pupil indicating the desire that the school district assist the pupil in the matters set forth in the physician’s statement.”

Please note: This School does not have school nurses. Inform staff in writing of any medical concerns.

Medicine must be sent to school in the original prescription bottle or bottle purchased across the counter.

Notice of Medication to be given at School (Including Over-The-Counter)
With a note from the physician and parent, a student may possess an asthma breather and self-administer.

Student Name _____ School _____

Name of Medication	Dosage	Time to be Given	Start Date
--------------------	--------	------------------	------------

Reason Medication Given _____

Name of Physician _____ Telephone _____

Signature of Physician _____ Date _____

I request that the designated school personnel assist in the administering of my child’s medication as prescribed above.

Signature of Parent/Guardian _____ Date _____

Change in medication requires new form signed by physician.

PREPARING FOR EMERGENCIES

Antioch Charter Academy will work diligently to make sure that students and staff are prepared for an emergency. Every school has a detailed Safety Plan that provides guidance for the school staff in an emergency. Every school conducts regular drills that meet or exceed the state mandated requirements, and accommodate persons with disabilities. Regular drills are a part of a school's activities. Every school conducts the following types of drills:

Fire Drill.

Earthquake or Emergency Drill

Protected Campus Drill

Duck, Cover and Hold Drill

Take Cover Drill

Parents are asked to make sure that their students actively participate and take these drills seriously. These drills make the public schools the safest place for students during an emergency. In addition to conducting regular drills, each school stocks emergency supplies to sustain students and staff. These supplies include the following: water, food, first aid supplies, search and rescue supplies and sanitation items. These supplies are checked regularly by school staff and inspected by Office of Environmental Health and Safety inspectors.

Parent Preparedness

Parents can be better prepared for an emergency by doing the following:

1. Visit your child's school and ask about what will happen during an emergency. Make sure that your child's Emergency Card is current and correct.
2. Instruct your child to take all emergency drills seriously. Regularly review home and school emergency procedures with your child.
3. Prepare a Family Disaster Plan and review it regularly with everyone in your family.
4. Prepare a Disaster Supply Kit for your home, car(s) and work.
5. Eliminate the hazards from your home that could hurt you or your child in an emergency.
6. Contact the American Red Cross for disaster preparedness information. Visit the website www.redcross.org
7. Get Community Emergency Response Training (CERT) from your local fire department.

RESPONDING TO EMERGENCIES

In general, schools will respond to emergencies by moving students to the safest possible location. During fires or earthquakes, students will be moved out of the classrooms to a safe assembly area, usually the school field or play yard.

During an emergency, parents who want to pick up their children may be asked to go to a specific location that schools will use to release students. ***Please remember that students will only be released to a person whose name is listed on the student's Emergency Card. Parents must make sure that the Emergency Card is current and correct. Please notify your child's school any time the emergency contact information changes.***

During a threat of violence, students will be sheltered in a locked classroom away from anything that can hurt them. During an emergency when the campus must be protected, parents will not be able to pick up their children until the school campus is declared to be safe by the Police or Sheriff's Department.

Parents need to understand that the students are being sheltered in a secure place for their safety and will be released only when it is safe to do so.

Parent Response

Parents need to be familiar with the school's emergency procedures during an emergency. Knowing where to go to pick up your child will save time and reduce anxiety. Parents should remember that schools have emergency procedures in place to protect all the students and the school will follow those procedures during an emergency.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING POLICY

The Learner-Centered School Inc., and any charter schools operating thereunder believe all learners have the right to a safe and civil learning environment. Hereafter, The Learner-Centered School Inc., charter schools shall be referred to as “TLCS”. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with learners’ ability to learn, negatively affect learner engagement, diminish school safety, and contribute to a hostile school environment. As such, TLCS prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

As used in this policy, “discrimination, harassment, intimidation, and bullying” describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics [Ref. Education Code Section 47605(d)(2)(A)-(C)]. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, TLCS will make reasonable efforts to prevent learners from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. TLCS’ staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

Definitions

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a learner or group of learners which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more learners that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable learner (defined as a learner, including, but is not limited to, a learner with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or learners in fear of harm to that learner’s or those learners’ person or property.
2. Causing a reasonable learner to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable learner to experience substantial interference with his or her academic performance.
4. Causing a reasonable learner to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the TLCS schools (ACA and ACA II).

“Electronic Act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, or image.
2. A post on social media including but not limited to (Using websites with free registration and ease of registration, peer-to-peer instant messaging, comment forums, image and/or video posting platforms):
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
 - b. Creating a credible impersonation of another actual learner for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a learner for the purpose of bullying the learner and such that another learner would reasonably believe, or has reasonably believed, that the learner was or is the learner who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious learner or a profile using the likeness or attributes of an actual learner other than the learner who created the false profile.

3. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying to School Representatives and/or Co-Administrators.

All other members of the school community, including learners, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the School Representative or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Assistance in completing the complaint form may be requested by anyone for whom writing accommodations are required. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Learners are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any learner who feels she/he is a target of such behavior should immediately contact a teacher, School Representative, Co-administrator, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

TLCS acknowledges and respects every individual’s rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible.

TLCS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter’s filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a learner, staff member, parent, volunteer, visitor or affiliate of TLCS, the School Representative or designee will promptly initiate an investigation. At the conclusion of the investigation, the School Representative or designee will notify the complainant of the outcome of the investigation. However, in no case may the School Representative or designee reveal confidential learner information related to other learners, including the type and extent of discipline issued against such learners.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time. A written report of findings will be provided to the complainant in person and/or via USPS or FedEx, with signature upon delivery required. All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of TLCS (ACA or ACA II).

Appeal

Should the Complainant find the School Representative or designee resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Co-Administrator(s), who will conduct a full investigation.

Consequences

Learners who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Charter.

APPENDIX D

STUDY TRIP SAFETY POLICY

1. Every student must have a permission slip signed by a parent on file prior to the study trip.
2. Teacher(s) must have emergency cards available for each student if emergency information is not included on the study trip permission slip.
3. A reasonable number of teachers/chaperones must be present to supervise the students on the study trip.
4. It is the teachers/chaperones' duty to supervise their group of students in order for the students to be safe and courteous.
5. Parents who drive must have Proof of Insurance (Declarations Page) on file with the school showing that they have \$100,000/\$300,000 liability coverage AND a DMV driver record printout, available at <https://www.dmv.ca.gov/portal/dmv/detail/online/dr/welcome>
6. A Megan's Law check will be conducted on parents who drive and/or chaperone. Overnight trip chaperones must complete a Live-Scan fingerprint check and TB test prior to an overnight field trip.
7. Car seat, seat belts, and air bag regulations must be observed. A child under the age of 8 must be secured in a car seat or booster seat in the back seat unless they are over 4'9" tall. Parents are responsible for providing the car/booster seat for their child.
8. If a child is acting in an unsafe or disrespectful manner, that child may be asked to be picked up by a parent from the trip. The child may also be excluded from future study trips or may be required to attend with their parent.
9. Drivers are expected to go directly to the study trip location and/or directly back to school after the study trip.
10. Study trips are for students.
11. All non-parent drivers must be over the age of 25.
12. Any parent/guardian taking students home before the end of the school day must sign out with a staff member.
13. Students must arrive to school by the designated trip arrival time or they may not be allowed to attend the trip.

Antioch Charter Academy Boundaries Policy

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

It is the policy of the Antioch Charter Academy that no teacher or other staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

STAFF-STUDENT INTERACTIONS

While the use of appropriate touching is part of daily life and is important for student development, teachers and other staff members must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that he or she not be touched, then that request must be honored without question.

Boundaries Defined

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member’s point-of-view but could be perceived as flirtation or sexual insinuation from the perspective of students or parents. There is no single reasonable person standard. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the teacher or staff member to discipline up to and including termination. *Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.* Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior intended to be addressed by this policy.

1. Giving gifts of a personal and intimate nature (including photographs) to a student; or items such as money, food, outings, electronics, etc. without the written pre-approval of the Co-Administrators. It is recommended that any such gifts be filtered through the Co-Administrators along with the rationale therefor.
2. Kissing of ANY kind
3. Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 Plan.]
4. Full frontal or rear hugs and lengthy embraces
5. Sitting students on one’s lap (grades 3 and above)
6. Touching buttocks, thighs, chest, or genital area

7. Wrestling with students or other staff member except in the context of a formal wrestling program
8. Tickling or piggyback rides
9. Any form of sexual contact
10. Any type of unnecessary physical contact with a student in a private situation
11. Intentionally being alone with a student away from school
12. Furnishing alcohol, tobacco products, or drugs - or failing to report knowledge of such
13. "Dating" or "going out with" a student
14. Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
15. Taking photographs or videos of students for personal use or posting online
16. Either partially or fully undressing in front of a student or asking a student to undress with the intent to view/expose private body parts
17. Leaving campus alone with a student for lunch
18. Sharing a bed, mat, or sleeping bag with a student
19. Making, or participating in, sexually inappropriate comments
20. Sexual jokes, or jokes/comments with sexual overtones or double-entendres
21. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
22. Listening to or telling stories that are sexually oriented
23. Discussing your personal troubles or intimate issues with a student
24. Becoming too involved with a student so that a reasonable person may suspect inappropriate behavior
25. Giving students a ride to/from school or school activities without the express, advance written permission of the Co-Administrators and the student's parent or legal guardian
26. Being alone in a room with a student at school with the door closed and/or windows blocked from view
27. Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
28. Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.
29. No staff use of student restrooms while students are present.

Acceptable Behaviors

1. Pats on the shoulder or back
2. Handshakes
3. "High-fives" and hand slapping

4. Touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
5. Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only
6. Holding hands while walking with small children or children with significant disabilities
7. Assisting with toileting of small or disabled children in view of another staff member
8. Touch required under an IEP or 504 Plan
9. Reasonable restraint of a violent person to protect self, others, or property
10. Obtaining formal written pre-approval from Co-Administrators to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off-campus
11. Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)
12. Keeping the door wide open when alone with a student
13. Keeping reasonable and appropriate space between you and the student
14. Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
15. Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
16. Keeping after-class discussions with a student professional and brief
17. Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
18. Involving your direct supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
19. Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
20. Recognizing the responsibility to stop "Unacceptable Behaviors" of students and/or co-workers
21. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
22. Prioritizing professional behavior during all moments of student contact
23. *Asking yourself if any of your actions, which could be contrary to these provisions, are worth sacrificing your job and career.*

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in

violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

- In the event of child restraint by a staff member, the staff member must immediately report the incident to a Co-Administrator.

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, he or she must report the suspicion to the Co-Administrators promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting of observations falling into the unacceptable range of adult behavior with students is essential to protect students, the staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Child Abuse / Sexual Abuse Reporting (Mandatory Reporting)

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse, or you reasonably suspect it, **California Penal Code Section 11166 requires YOU to immediately report this information or suspicion directly to a child protective agency or the police.** The report shall be made by phone as soon as possible and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Internal reporting to the Co-Administrators occurs after the phone-in report. Failure to meet these obligations can result in a monetary fine and/or jail.

Investigating

The Co-Administrators will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Co-Administrators shall report to the Charter Council any conclusions reached. The investigating administrator shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.



The Learner-Centered School

Antioch Charter Academy I & II



ACA 925-755-7311

www.antiochcharteracademy.org

ACA II 925-755-1252

ANNUAL NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURES (UCP)

For students, employees, parents or guardians of its students, school and district advisory committees, appropriate private school officials or representatives, and other interested parties

The Learner-Centered Schools Inc. (TLSC) has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination and complaints alleging violation of state or federal laws governing educational programs.

TLCS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our Charter Council. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, mental or physical disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in Adult Education, Consolidated Categorical Aid Programs, Migrant Education, Career Technical Education and Training Programs, Child Care And Developmental Programs, Child Nutrition Programs, Special Education Programs, and Safety Planning Requirements. The UCP process will also be used when addressing complaints alleging failure to comply with the prohibition against requiring students to pay fees or other charges for participation in educational activities, and to investigate any complaint alleging that the district has not complied with the legal requirements related to the Local Control Complaints must be filed in writing with the following compliance officer or Co-Administrator:

Name and/or Title of Compliance Officer: Kevin Fuller, Co-Administrator
Address: 3325 Hacienda Way, Antioch, CA 94509
Telephone Number: (925) 755-7311

Complaints alleging discrimination, harassment, intimidation, or bullying must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written decision or report will be sent to the complainant within sixty (60) calendar days from the receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant. The Compliance Officer or designated person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal the decision to the California Department of Education (CDE) by filing a written appeal within 15 calendar days of receiving the decision. The appeal must include a copy of the complaint filed with TLCS and a copy of their decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the TLSC UCP policy and complaint procedures shall be available free of charge.

The Learner-Centered School UNIFORM COMPLAINT FORM

Direct to Uniform Complaint Officer:
Co-Administrator
3325 Hacienda Way
Antioch, CA 94509

Date Received: _____ by _____
Date Contacted Complainant: _____ by _____
Date of Resolution: _____ by _____

NAME: _____ PHONE: _____

ADDRESS: _____

CITY: _____ ST: _____ ZIP CODE: _____

This complaint alleges discrimination, harassment, or noncompliance with state or federal Regulations at the following : _____
(school, site or program)

In the space provided below, please indicate the nature of the problem. Please be as specific as possible.

Have you discussed the problem with a staff member or administrator? If so, what was the outcome of your discussion?

Indicate below your recommendations for resolving the problem.

Signature of Complainant _____ Date _____

(If additional space is needed for answered to above questions, please attach a separate sheet of paper.)